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ABSTRACT

This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, deals with the social, vocational, and community survival skills that a client needs to adjust to work successfully. The following topics are discussed: work adjustment, approaches to work adjustment, work adjustment to change work behavior, techniques of programming for program change, application of the principles of work adjustment, social and vocational survival skills, critical vocational behaviors, critical employment-coupled behaviors, and theoretical standpoints. The module also includes a sheet for use in recording worker performance and grooming, a work adjustment checklist, learning activities intended to help clients find and adjust to work, a list of recommended readings, and two self-tests. (MN)

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WORK ADJUSTMENT

by

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Produced by
R.A.T.E.S.

Rehabilitation Associate Training
for Employed Staff

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REHABILITATION ASSOCIATE TRAINING
FOR EMPLOYED STAFF

MODULE: RA-37 Work Adjustment

DESCRIPTORS: *Critical vocational behaviors; vocational survival skills; social survival skills; work adjustment; prosthetic vs. therapeutic; word vs. work approach; employment coupled behavior; intervention program; natural work setting; consequate*

OVERVIEW: Work adjustment deals with those aspects of an individual's life that affect his work. His survival skills (including social, vocational, and community) are the areas dealt with in this module.

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Objectives

Behavior

1. Define work adjustment and describe the difference between a "*prosthetic*" and "*therapeutic*" approach to work adjustment.

2. Provide a rationale for including client in vocational training and production without a catalogue of prerequisite behavior patterns, etc.

3. Explain the rationale for conducting training interventions as much as possible in the natural work setting.

4. List at least 7 social survival skills and 7 vocational survival skills identified by Rusch and Mithaug (1980) as essential for a client to function in a sheltered workshop--and provide a critique of one from each list as being truly necessary and one from each list as not really being necessary.

5. Outline a series of steps to follow which are useful in changing vocationally relevant behaviors.

Evaluation

1. Class test.

2. Class test.

3. Class test.

4. Class test.

5. Class test. Should include steps previous to, during, and following the training program.

Below is a list of words and concepts. Please circle them as you understand their meaning.

vocational survival skills

prosthetic vs. therapeutic

social survival skills

critical vocational behaviors

work adjustment

words vs. work approach

natural work setting

consequate

intervention program

employment coupled behavior

Introduction

In discussing the topic of work adjustment, we will first present a definition of work adjustment and general overview of procedures successful in implementing work adjustment training. This will be followed by more specific work adjustment programming guidelines. Final sections will provide information useful in targeting those skills which are most *critical* in work adjustment. For additional information, staff can further implement programming on critical skills via training in the R.A.T.E.S. modules under behavior management.

WORK ADJUSTMENT

What is WORK ADJUSTMENT?

Work Adjustment is a Treatment/Training Program through which the individual is assisted in acquiring those skills, behaviors, and concepts needed to function effectively in a work envi-

ronment. This may include personal, social, and community adjustment as it relates to work outcomes.

APPROACHES TO WORK ADJUSTMENT

Prosthetic or Therapeutic:

One of the earlier approaches to work adjustment was to provide whatever prosthetic device was necessary to prop the client up to the extent that the individual could function in a sheltered work setting. This tended to make the person dependent on the device(s) in order to function (but the individual was functioning.)

The more recent therapeutic approach is to provide whatever is necessary to get the person functioning and to begin to systematically withdraw the supports as the individual is able to function without them. The idea is to help the person function like they do in the *"normal or real"* world.

WORK ADJUSTMENT TO CHANGING WORK BEHAVIOR

Behaviors not specifically required for task completion often present problems that can significantly reduce an individual's productivity and employment options. For example, workers may engage with frequent disruptive contact with co-workers, respond inappropriately to interruptions or visitors, exhibit periodic temper outbursts, be unable to use time clocks, return late from work breaks, be unable to request assistance from supervisors, or exhibit unacceptable variability in dress or hygiene habits.

Changing such behaviors , which are incompatible with adequate work performance, is accepted as a responsibility of sheltered work programs.

Many excellent descriptions of techniques for changing vocationally relevant behaviors are now available. A purpose of this module is to focus these techniques on the decisions that direct-service staff persons are required to make in managing a work environment.

Each of the following guidelines has contributed to improved work performance in at least some of the work settings with which we have been involved.

1. Do not make appropriate behavior a prerequisite for vocational training and production opportunities. *DEAL WITH INAPPROPRIATE BEHAVIOR WITHIN THE WORK SETTING.* Although many individuals enter sheltered workshops with a variety of behaviors incompatible with sustained work, focusing only on changing these undesirable behaviors may be counterproductive. To postpone vocational instruction until other behaviors are changed simply extends the period of vocational incompetence and prevents access to natural reinforcers for work behavior.

If vocational skills are taught first, or concurrently, there is a likelihood that the client can begin to have successes which can help eliminate inappropriate behavior for a more efficient and effective treatment program.

This is because many workers learn to value the monetary and social outcomes of specific work behavior. Teaching specific skills first allows the worker to experience success as an employee and provides a natural reinforcer for later behavioral interventions.

2. *OBSERVE THE INDIVIDUAL'S PROBLEMATIC BEHAVIOR IN THE SITUATION IN WHICH IT OCCURS* before defining a specific intervention objective or strategy. Simple observation of behavior in the work environment often provides information that is critical to the success of an intervention program. Observation may reveal that a problematic behavior is preceded consistently by some event or another behavior, or that the behavior occurs only in the presence or absence of specific supervisors.

When observing problem situations, it often is

useful to record each behavioral incident of concern, together with the environmental events that immediately precede and follow it (Bijou, Peterson, and Ault, 1968; Gardner, 1971). From these records, one may estimate the strength and nature of the problem behavior, the antecedent stimuli that probably control the behavior, and the consequences that follow a performance of the response.

In identifying a target behavior, the supervisor should index overall rate and variability of the behavior, as well as changes in various stimulus contexts. To evaluate antecedent conditions, the supervisor should determine whether or not distinct cues exist in the environment for the desired response, whether or not these cues vary across time or supervisors, and whether or not cues for the desired behavior and possible alternative responses are discriminable to the worker.

The supervisor should also evaluate consequent events to form hypotheses about what maintains the current level of responding: Is the activity itself inherently reinforcing? Is it maintained by escape or avoidance contingencies? Do specific events consistently occur that seem to function as reinforcers? From these hypotheses about the function of antecedents and consequences of problem behaviors it usually is possible to design intervention programs that are more appropriate to the individual and situation than those that might be designated without systematic observation.

3. Select one or two intervention objectives. *DON'T WORK ON EVERYTHING AT ONCE.* Observing this guideline has at least two important advantages. First, it increases the probability that a worker will enjoy initial success in the work environment. As treatment objectives are reached one at a time, new behavioral goals are established for which the worker can receive reinforcement. When simultaneous changes on several behaviors are expected, positive interactions between supervisors and workers often decrease, and small gains often remain unnoticed.

The second advantage of defining only one or two treatment objectives at a time is that this provides clear discriminative stimuli for staff behavior. When a manageable number of programs is to be implemented, the consistency with which each is conducted should be improved. This, in turn, increases the probability that the staff will be reinforced by worker success.

4. *DEFINE THE PROBLEM OPERATIONALLY AND DETERMINE HOW PERFORMANCE WILL BE MEASURED.* The primary purpose for specifying the problem behavior is that this focuses intervention efforts initiated by the supervisory staff. Operationally defining a problem involved specifying a behavior that is observable and measurably defining the antecedent stimuli that should set the occasion for the response or alter the response frequency and defining performance criteria in terms of topography, rate, accuracy, etc. For example, after observation, a problem of "*disruptiveness*" on the work area might be defined operationally as shouting at a co-worker, which occurs whenever the co-worker drops something on the floor and which is almost always consequated by supervisor attention of some sort. The treatment objective could be that, given an occasion on which the co-worker dropped a component, the individual would continue working without looking or talking to the co-worker.

5. *SPECIFY TWO CRITERIA FOR EACH TREATMENT OBJECTIVE: ONE FOR SUCCESSFUL TERMINATION OF THE PROGRAM AND ONE FOR CHANGING THE PROGRAM.* The degree of behavior change desired by the supervisor should be specified prior to defining any particular procedure. To continue the previous example, the supervisor might define success as two consecutive weeks in which no shouting is noted, or 20 consecutive instances of parts-dropping that are not followed by the shouting response.

Specifying a failure criterion, at the achievement of which the program will be changed, ensures

that ineffective programs will not continue indefinitely. Defining this criterion prior to development of a treatment program defines staff expectations about how rapidly the problem should be solved and provides a standard against which treatment progress can be compared.

6. *DEVELOP AND IMPLEMENT AN INTERVENTION PROGRAM.* Intervention involves systematically altering the antecedents and consequences of the target behavior until the desired change is achieved.

There are several guidelines for applying this behavior change methodology in sheltered workshop production environments.

a) When possible, *CONDUCT ALL INTERVENTIONS IN THE NATURAL WORK SETTING,* taking advantage of naturally occurring discriminative stimuli and consequences. There are several reasons for this guideline. First, appropriate behavior ultimately should come under control of naturally occurring events in the environment. For example, the worker should learn to punch a time clock when entering the work area or return to work when a break is completed, not just perform these activities when instructed to do so. Second, the naturally occurring stimuli that signal a response is appropriate often vary from one time to another. This variation may be lost in simulated instructional situations. Finally, the production environment is a complex system in which a variety of possible reinforcers are available for several different responses. An intervention procedure that was effective in a more controlled environment might not be effective when such reinforcement for competing responses is available.

A useful technique for production-setting interventions is to change the frequency with which the naturally occurring antecedent occurs. For example, assume that the inter-

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vention objective is to reduce the frequency with which one worker shouted "Phone" when the telephone rang. To ensure repeated presentation of the S^D (telephone ringing), a supervisor might arrange to be called throughout one or two work days at frequent, pre-arranged times. Instructions to work quietly just before each might be sufficient to occasion appropriate silence that could be reinforced. The delay between these instructions and the ring could then be gradually increased and the instructions eliminated altogether if appropriate responding were maintained with the chosen reinforcer. The use of naturally occurring consequences in intervention programs often decreases disruption of the production environment. Staff attention, opportunity to work, selection of work assignments, and contingent breaks usually involve less special arrangement than other possible consequences.

b) *IN GENERAL, AVOID THE USE OF NEGATIVE CONSEQUENCES.* Aside from the legal and moral issues surrounding civil rights and protection of human subjects, there are two major reasons why we recommend against using predominantly negative consequences to eliminate or reduce undesirable behaviors. The first is that punishment procedures often simply teach workers to avoid punishment by not exhibiting certain behaviors in the presence of staff members who implement the punishment program. It is almost always the case that in the absence of these same staff members the behavior reoccurs. The second major problem with the use of punishment is that it usually works in the sense that an undesirable behavior is suppressed immediately. Of course, this is not bad in and of itself, but the immediate effect certainly makes it more likely that supervisors will employ similar punishment techniques in the future. The ultimate result is a contingency system that focuses on behaviors that should not occur rather than behaviors that are appropriate. Such a system if it works at all, teaches workers to <u>not</u> behave inappropriately rather than to behave pro-

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gressively more appropriately. We believe habilitation is facilitated when retarded adults learn to enjoy learning new and adaptive skills.

c) *EVALUATE THE PROCEDURE USING MEASURES OF THE TARGET BEHAVIOR, AND MAKE APPROPRIATE MODIFICATIONS WHEN THE FAILURE CRITERION IS MET.* As with all other techniques suggested in this text, changing individual behavior in the production setting should be viewed as a pragmatic process. The essential characteristic of the behavioral approach lies not in the use of a particular technique or procedure, but rather in the evaluation of any selected procedure on the basis of actual behavior change.

SUMMARY

In addition to improving work rates, most sheltered workshops attempt to improve each employee's general work behavior. This not only increases the possibility of successful vocational placement outside the workshop, but also may decrease the staff and equipment costs associated with the workshop's production.

In applying behavior change techniques in the production environment, it is useful first to observe the problem behavior in its natural context. One of two specific objectives then can be identified, the behaviors defined operationally, and treatment procedures implemented and changed according to subsequent worker behavior. Useful procedures in most workshops will be those that can be implemented by the normal production staff without long-term disruption of the setting. The use of naturally occurring antecedents and consequences in interventions often facilitates program effectiveness.

(SEE SELF-TEST #1)

Programming for Program Change

A. Principles

1. Behavior

a. Think in terms of observable behavior; i.e., what specific actions or performances are you interested in that can be observed.

b. Think in terms or rate of behavior; i.e., how many were done in standard units of time?

2. Changing behavior

a. Increase the rate of some behavior by following it with a reinforcer; i.e., a positive consequence.

b. Decrease the rate of some behavior by withdrawing reinforcement; i.e., by letting it be followed by a neutral consequence; a process known as extinction, or by increasing via positive reinforcement a behavior incompatible with the behavior you wish to decrease.

c. Start a previously never performed behavior by reinforcing successive approximations to it: *shaping*

d. Attend to stimulus conditions. When a behavior is reinforced only in the presence of specific environmental conditions (cues) that behavior becomes cue specific and is likely to occur in the presence of those cues: *stimulus control*.

3. Reinforcers

a. Because most reinforcers you will use are learned, they depend on the particular experience of the individual and so are not the same for everyone.

b. You can be sure something is a reinforcer only if you try it out and find it does increase the behavior it follows, or decreases the behavior from which you withdraw it as a consequence.

c. The easiest way to identify reinforcer is to watch what a person does. His high frequency behaviors can be used as reinforcers to other behaviors you want to increase.

d. *Money*, *praise*, *attention*, and *rest* are reinforcers which are commonly effective and which are ordinarily potentially under your control in rehabilitation.

4. Delivery of reinforcers

a. The sooner after the behavior the reinforcer is delivered, the more likely it will strengthen or increase that behavior.

b. *Token systems* often may be used as an interim substitute for the final reinforcer when to do so permits more rapid reinforcement

c. To start a behavior, reinforce all trials: *continuous reinforcement*.

B. Procedures for Implementing an Operant Program

1. *Pinpoint* the behavior you wish to increase or decrease.

2. *Record* the rate at which the pinpointed behavior is occurring:

3. *Consequate*:

a. By observing patient currently (and retrospectively via detailed history) make initial estimates as to what reinforcers are likely to be effective and are under your control. (In order for a reinforcer to do its job for you, it is important that it be contingent upon the behavior you want to increase and never occur as a consequence to undesired behavior which

is to be decreased via extinction.)

b. Determine schedule of *reinforcement*: how much of what must he do for how much of what reinforcer?

c. Apply the program.

d. Observe results by recording performance.

e. Change reinforcers, or their schedule, as performance indicates.

Applying the Principles

Many principles and concepts have been presented in the module on Teaching New Behavior--knowledge of which will benefit the staff person in day to day interaction with clients.

The actual benefit, however, will come more from putting this information into practice--from putting it all together and applying it in an actual teaching situation with a client.

The following is a summary of "*tying things together*" as they should be applied in an actual teaching situation with a client.

1. Trainer Preparation

There is no "*technology*" to this. Training is enhanced simply if one sets up properly for the teaching situation. This should include:

a. Set up all equipment ahead of time and remove any variables and distractions which may interfere with training. Since a client's attention to the task is critical to his learning, training should be set up in a quiet place, only relevant stimuli should be present, and the trainer should not "*create distractions*" by having to organize things after training has been

initiated. The client should be positioned to further minimize distractions, and positioned so that data sheets, reinforcers, etc. are out of his reach.

b. Come prepared with a variety of reinforcers appropriate for the client. On any given day, what was previously a reinforcer may no longer be so (satiation, etc.). The trainer should have a variety of reinforcers on hand so that changes can be made without disrupting the program.

2. Giving Attention and Cueing

Once the setting is appropriate, training can continue only while the client's attention is maintained on the task. The discriminative stimuli for attending behavior of the client should be provided by:

a. Presenting the client's name

b. Pausing until the client directs attention toward the task or trainer

c. Then immediately providing the necessary instruction or command

Naturally, commands should be consistent throughout the program and should be clear and audible. The trainer should look at the client's face when delivering a command. If the client does not respond within approximately five seconds after the command is given, the above three steps should be presented again.

3. Prompting

As mentioned earlier in the module, prompts can be used to bring about responses from the client--with the responses then being followed by reinforcement to increase the probability of the response reoccuring again, and then the prompts can be faded out until the client is performing the task independently.

Prompting strategies that can be used include verbal prompts, modelling, and hands-on (physical) guidance.

The following points should be kept in mind when utilizing prompting:

a. Prompts should be given in correct sequence, and then faded out. We only want to use as much "*power*" as is needed. Thus, follow a sequence of verbal prompts-modelling-physical (hands-on) prompts.

b. About 5 seconds should be allowed for the client to make an independent response before a prompt is given.

c. Prompts should contain only the amount of "*power*" they need:

   1. They should be clear (modelling), audible (verbal), and firm (physical prompts)

   2. They should be of appropriate volume and tone (verbal prompts): firm-not "*yelling*" or "*nagging*"

   3. They should provide only enough information to elicit the response (don't overkill)

   4. They should be relevant to the task that is being completed

   5. Hands-on guidance should be directed toward the body part at which the movement is made and should gradually decrease. (graduated guidance). That is, each trial should have less physical guidance than that provided at the last successful trial.

4. <u>Consequating Behavior</u>

If we want a response to occur again, we need to reinforce it. A few rules apply here:

a. Always look at the client when delivering reinforcement

b. For maximum effectiveness, reinforcement should be delivered within one second after the target response is made

c. When edibles are used, verbal reinforcement should be delivered along with them.

Whenever incompatible responses are made, reinforcement should naturally be withheld. When incorrect responses are made, feedback should be delivered regarding the correct response.

5. Other

Staff person should collect data during training. Client should be returned to the proper location and all materials returned to the appropriate place.

It is important that the work adjuster be open to a variety of methods and theories which may help the clients become more employable. For example, if a client frequently produces goods which do not meet quality standards, the work adjuster could:

a) reinforce work which meets standards
b) provide examples of acceptable and unacceptable goods
c) counsel the client to recognize the importance of meeting quality standards
d) establish a work group of several clients who will establish a "culture of quality."

SOCIAL AND VOCATIONAL SURVIVAL SKILLS

It appears that SOME BEHAVIOR PATTERNS CONTRIBUTE MORE TO A PERSON'S WORK ADJUSTMENT THAN OTHERS. When these key patterns are absent, a person will probably make a poor adjustment to work. The term survival suggests that trainees who possess these skills experience some degree of success.

Instead of teaching all the skills that appear useful in job placement, the program efforts should focus on a variety of activities that have *immediate and long term benefits* for the trainee: the survival skills.

In considering survival skills, it is important to be concerned with those leading to immediate practical results such as acquiring and keeping employment. You as managing trainer should always be aware of whether acquiring a skill is necessary for the trainee's acceptance on the job. Essentially, it is important to determine whether the trainee will be more acceptable to employers, supervisors, and potential co-workers when her clothing is color coordinated and stylish and when work productivity equals that established to *"get the job done."*

TRAINING TO ACCEPTABLE STANDARDS challenges the view that the goal of vocational training is to make mentally retarded adults as normal as possible. Instead of attempting to reduce all identified deficits, survival skills training attempts to reduce those differences between people that may prevent the achievement of a fuller measure of self-sufficiency and fulfillment.

IDENTIFYING SOCIAL SURVIVAL SKILLS. Any classification of survival skills is to some extent arbitrary. For purposes of organization and discussion of survival skills data, skills and behaviors directly related to job performance will be defined as vocational skills, and all others as social skills. In the food service industry, for example, vocational skills may include dishwashing, bussing, food preparation, and sweeping, as well as such associated worker behaviors as rate of task completion, endurance on task, continuous work, or attendance. The important social skills that do not affect the performance of assigned duties might include personal appearance and interaction with co-workers and job supervisors.

A survey by Dennis Mithaug and others of supervisors in sheltered workshops pinpointed areas of concern. Those areas that 90% or more of the supervisors agreed to have been included as skills needed in order for a client to function in a sheltered work setting. More information is found in "Vocational Training for Mentally Retarded Adults" by Frank K. Rusch and Dennis E. Mithaug (pages 101-117).

Behavior Standards in Social Survival Skills Selected for Entry by 90% or More of Respondents

Employees should be able to:

1. Communicate basic needs such as those involving thirst, hunger, sickness, pain, and toileting.

2. Communicate basic needs receptively by means of verbal expression, signs, or gestures

3. Communicate basic needs expressively by means of verbal expression or gestures

4. Respond to instructions requiring immediate compliance within 0-30 seconds.

5. Respond appropriately to safety signals given verbally through signs or through signals

6. Initiate contact with supervisors when:

   a. cannot do the job
   b. runs out of materials
   c. finishes job
   d. feel to sick/tired to work
   e. needs drink, rest room
   f. makes a mistake which requires informing the supervisor

7. Maintain proper grooming by:

   a. dressing appropriately after using the restroom
   b. cleaning self before coming to work
   c. cleaning self after using the restroom

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d. cleaning self after eating lunch
e. eating food appropriately at lunch
f. displaying proper table manners at lunch

8. Reach place of work by means of:

a. company-sponsored vehicle
b. own arrangement
c. public transit

9. Maintain personal hygiene by:

a. shaving regularly
b. keeping teeth clean
c. keeping hair combed
d. keeping nails clean
e. using deodorant

10. Leave job station inappropriately no more than 1-2 times per day

11. Display or engage in major disruptive behavior no more than 1-2 times per week

12. Display or engage in minor disruptive behavior no more than 1-2 times per week

In addition to social survival skills, there are VOCATIONAL SURVIVAL SKILLS that a client needs to have in order to succeed in the "real world".

Behavior Standards in Vocational Survival Skills Selected for Entry by 90% or More of Supervisors

Employees should be able to:

1. Participate in work environments for 6-hour periods

2. Move safely about the shop by:

a. Walking from place to place
b. Identifying and avoiding dangerous areas
c. Wearing safe work clothing

3. Work continuously at a job station for 1-2 hour periods

4. Learn new tasks when the supervisor explains by modeling

5. Come to work on an average of 5 times per week

6. Correct work on a task after the second correction

7. Want to work for money/sense of accomplishment

8. Understand work routine by not displaying disruptive behavior during routine program changes

9. Continue work without disruptions when:

   a. Supervisor is observing
   b. Fellow worker is observing
   c. Staanger is observing

10. Adapt to new work environment with normal levels of productivity in 1-5 days and with normal levels of contacts with supervisor in 30-60 minutes.

A Worker Performance Evaluation form and a Grooming Recording Sheet are provided. Similar sheets can be constructed for other behaviors.

Grooming Recording Sheet

Trainee's Name: _____ Date: _____

Agreement check: yes Time Began: _____
(Circle one.) no Time Ended: _____

Long-Term Goal: _____

_____

_____

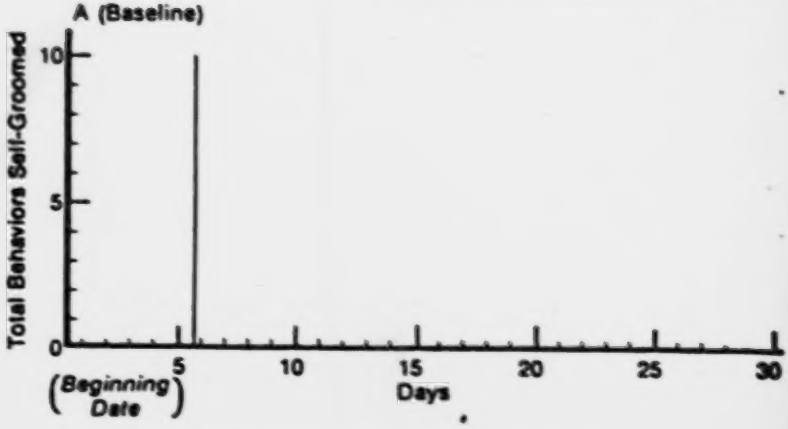
Level of Technical Assistance Code

1—No Assistance
2—Verbal Cue
3—Verbal Cue and Model
4—Verbal Cue and Partial Physical Assistance (Prompts)
5—Verbal Cue and Total Physical Assistance

Target Behaviors	Occurrence (Circle one.)	Level of Technical Assistance (Circle one.)
1. Clean clothes	+ –	1 2 3 4 5
Neat clothes	+ –	1 2 3 4 5
2. Clean hair	+ –	1 2 3 4 5
Neat hair	+ –	1 2 3 4 5
3. Bib coat on	+ –	1 2 3 4 5
Apron on	+ –	1 2 3 4 5
Apron tied	+ –	1 2 3 4 5
Hat/Net	+ –	1 2 3 4 5
4. Clean hands	+ –	1 2 3 4 5
Clean nails	+ –	1 2 3 4 5
Trim nails	+ –	1 2 3 4 5

GROOMING CHART

Trainee: _____



OBSERVATION AND RECORDING PROCEDURES

The managing trainer will observe the trainee every day at 8:30 p.m. The trainer will stand in clear view of the trainee when she punches in for work, recording a (+) or (–) for each of the four target behaviors on the Grooming Recording Sheet. The trainer will be responsible for filling in the trainee's name, date, time start and stop, and the goal. The trainer will carry a clip board with a grooming chart mounted on it. On the Friday before each Monday staff meeting the managing trainer will chart the frequency of grooming areas completed without assistance. All recording sheets and the chart will be kept in the "social survival skill training programs" filing cabinet under "grooming program—(trainee's name)." Agreement checks will be taken at least once a week by a second staff person to be selected at least one day in advance by the trainer. All agreement sheets will be marked and stapled to the managing trainer's observation sheet.

Work Performance Evaluation Form

Employee: _____ Date _____

Evaluator's Name: _____

(Circle one) employer supervisor coworker trainer

Position: _____

Job Site: _____

Skills considered essential for successful employment are listed below. Please rate the employee on the following 7-point scale.

Rate Interpretation

7—Excellent —exceeds expectations for employability
6—Very Good —exceeds most expectations for employability
5—Good —meets expectations for employability
4—Fair —meets most expectations for employability
3—Satisfactory —less than adequately meets expectations for employability
2—Poor —barely meets expectations for employability
1—Unsatisfactory —clearly does not meet expectations for employability

1.0 SOCIAL SKILLS	(Circle one)
1.1 Communicates *Basic Needs* (thirst, hunger, pain, toilet)	1 2 3 4 5 6 7
1.2 Communicates *Basic Needs Receptively and Expressively* (by means of verbal expression, signs, or gestures)	1 2 3 4 5 6 7
1.3 Initiates Contact with Supervisor(s) (requests help, work, feedback)	1 2 3 4 5 6 7
1.4 Interacts with Supervisors *and* Coworkers (complies, initiates, and returns greetings, smiles, laughs, not disruptive)	1 2 3 4 5 6 7
1.5 Grooming *and Personal Hygiene* (dresses appropriately, clean, neat, eats appropriately)	1 2 3 4 5 6 7

Work Performance Evaluation Form (Continued)

3.0 VOCATIONAL SKILLS (Circle one.)

3.1	*Produces at an Acceptable Level* (completes all assigned tasks, completes tasks within allotted time)	1 2 3 4 5 6 7
3.2	*Produces at an Acceptable Standard* (completes tasks to acceptable standards alone, with supervision, in a group)	1 2 3 4 5 6 7
3.3	Works Continuously (keeps busy, finds work to do, works when observed)	1 2 3 4 5 6 7
3.4	*Following Directions* (corrects mistakes, works faster, stops work, learns new tasks)	1 2 3 4 5 6 7

3.0 SPECIAL CONSIDERATIONS (Agency Recommended Additions)

3.1	1 2 3 4 5 6 7
3.2	1 2 3 4 5 6 7
3.3	1 2 3 4 5 6 7
3.4	1 2 3 4 5 6 7

Major Strengths Not Shown Above:

Improvements Needed:

Comments:

Another view on survival skills is that presented by Gordon Krantz entitled Critical Vocational Behaviors.

CRITICAL VOCATIONAL BEHAVIORS

The focus of this discussion is upon work adjustment as a means for promoting critical vocational behaviors. These behaviors have the following characteristics:

1. The behaviors are *critical*-they each make a critical difference in whether the client will be employed

2. They are *vocational*-they apply directly .. adult occupation at levels from competitive employment to at least sheltered employment and work activity

3. They are *behaviors* -they are actions of the client that can be seen and described, rather than constructs supposed to be inside the client and to cause his actions.

From the last point, it follows that one might give a list of critical vocational behaviors which could then be dealt with according to any number of theories about why people behave the way they do.

A good list should be founded upon observation of what people must do in order to be employed. Sitting down and making a free-hand analysis of what is probably required by jobs in general might be helpful, but an actual tally of why rehabilitation clients are not working (once their physical disabilities are dealt with as such) would be a great deal more helpful.

A list of some vocational behaviors to be lacking in 60 clients of the Minneapolis Rehabilitation Center is given in "Pounce," a chapter by Robert A. Walker in the book Behavioral Counseling: Cases and Techniques. That list has been expanded for use here in discussion with Mr. Walker and rephrased in terms of the positive behaviors a per-

son must emit in order to be employed. Mr. Walker has graciously given his consent to the use of his ideas and of the term "*critical vocational behaviors*" which he coined to title the list.

The list of critical vocational behaviors is contained in Table 1. Its outline encompasses some elements which, in the best of all possible worlds, might be taken for granted as solved before the client is referred for work adjustment. This is not the best of all possible worlds, so even the client's sense of direction is here considered as a potential element of work adjustment.

CRITICAL VOCATIONAL BEHAVIORS

A. Job Objective Behaviors

1. He has a vocational goal
   a. being oriented toward employment or having a vocational goal at all
   b. having a clear enough vocational goal so as to be able to move ahead at that point in his development
2. He has an appropriate work objective-has a goal which:
   a. is work he can do and for which he is qualified
   b. is work he is willing to do
   c. is actually available in the community

B. Job-getting Behaviors

1. He seeks work frequently enough
2. He has appropriate interview behavior-presents himself in such a way that:
   a. he makes clear to the employer his assets
   b. he accounts for his problems-such as periods of unemployment
   c. he shows proper enthusiasm about the work
   d. he is reasonably free of mannerisms which stigmatize him or annoy the employer
3. He uses job leads-knows about sources of job leads and shows this knowledge in behavior

C. Job-keeping Behavior-behaviors which help the person to stay employed after he gets the job

1. He attends work regularly (in general, misses less than 12 days of work per year).
2. He shows up for work promptly (misses being on time no more than about 12 times per year). Note that promptness must be defined in appropriate terms; some jobs require that the employee not show up until almost exactly time to start work, and other jobs require that the person be at the work station some time before actually starting work.
3. He behaves toward co-workers in such a way that:
   a. he does not irritate them, make them mad, or distract them
   b. he is not abused or victimized (this would create an administrative burden to the employed).
4. He behaves in relation to supervisor so that:
   a. he shows an acceptance in his subordinate role in relation to the supervisor
   b. he creates minimum supervisory overhead consuming only ordinary supervisory time and attention
5. He produces enough work:
   a. he remains consistently at his work station to an extent appropriate to the occupation
   b. he maintains adequate production speed (a common problem being low productivity-rarely a client may have too high a speed leading to his rejection as a rate buster.
   c. he sustains effort and shows adequate stamina and demonstrates willingness to continue to exert himself against the demands of the work world.

6. He produces up to appropriate quality standards:
   a. he recognizes that there are quality standards and accepts them as reasonable demands upon him;
   b. he attends to meeting quality standards and has attained the capability of meeting them
   c. he recognizes the point of "good enough" and does not sacrifice production rate to needless perfectionism.

There are other behaviors , not directly vocational, which must be emitted by the client at a critical minimum in order for him to function in employment. The fully rounded work adjustment professional or facility frequently has to deal with them as well by direct service or by seeing to it that someone else effectively attends to them. They may be called "Critical Employment-coupled Behaviors," and are as follows on Table II.

CRITICAL EMPLOYMENT-COUPLED BEHAVIORS

D. Social Living Competencies
   1. He utilizes his leisure time so that he is:
      a. appropriately engaged and occupied rather than being at loose ends
      b. satisfied and reasonably content with his leisure time occupation
   2. He manages his money so that he does not spend more than he has
   3. He has acceptable grooming and appearance
   4. He manages legal problems adequately (avoids excessive garnishments, manages divorce, and other personal suits, and effectively manages claims against such government services as social security or unemployment considerations).

E. Community Living Competencies
   1. He houses himself, finds a place to live and maintains a reasonable stability in housing

2. He secures adequate medical services (rehabilitation clients, the disadvantaged and the retarded no less than the physically disabled have an unusual amount of medical nee They frequently are plagued by a multitude of minor to serious medical problems and have shown themselves to be inept at securing services):
   a. he has a personal physician or is linked to a public medical service
   b. secures health supportive services
3. He is mobile in the community-he uses personal or public transportation when necessary for employment, recreation, and personal affairs

F. General and Personal Living Competencies

1. He copes with family and marital relationships so that they do not interfere with employment
2. He has adequate personal adjustment and stability. (This is to be interpreted according to the individual and his situation and, above all, in relation to worker functioning. It is possible for a good worker to be chronically depressed or unhappy or even in acute psychic pain. He may think odd thoughts. However, the critical behaviors are those which are emitted in such a way as to influence his employability.)

The old line rehabilitation worker might reasonably object that many of the critical vocational and employment-coupled behaviors have little to do with disability. Why then should a rehabilitation facility be called upon to deal with them? At this point, one can only contrast what theoretically ought to be true. When rehabilitation agencies find that their clients actually have certain problems; when they find that they have the technologies to alleviate those problems, then the question of whether they should deal with those problems becomes academic. The rehabilitation client who suffers

from a circumscribed disability but is an otherwise employable person does not present a work adjustment problem.

The technology of work adjustment is most needed when the issue is the general employability, the ability to be employed at all, of the client. A simplistic comparison is that job skill training is useful when the client needs to become a square peg for a square hole; work adjustment is more useful when he needs to become a peg at all.

Those homilies being out of the way, some illustrations can be given of how the critical vocational behaviors can be related to difference theories of how people may be understood.

THEORETICAL STANDPOINTS

Suppose that a client comes in with the label of mental retardation. Suppose further that the work adjuster holds the atheoretical view that there is no such "thing" as retardation but only that some people function at a retarded level. In this particular case, let us assume that there were two vocational behavior areas in which the client was deficient, quality standards and behavior toward co-workers. The work adjuster might then teach the client to recognize and accept quality standards (C.6.b.) and to avoid being victimized (C.3.b.).

That work adjuster might then claim that his client is no longer retarded against the criterion of employment, without bothering with the theoretical questions of whether he is curing retardation.

Suppose that another work adjuster had been raised in the tradition of vocational education. Within his outlook, there is a distinct body of activities called occupational exploration. Using real or simulated work as his instrument, that work adjuster could help his client acquire goals consisting of work he can do, acceptable to him

and avilable in his community (A.2.a., b., c.).

The impression might be gained that a specific theory is somehow required by each of the vocational behaviors. That impression can be dispelled by choosing a single behavior and analyzing it from the standpoint of various theories. Consider C.2., showing up for work on time. The work adjuster might conclude that his client is tardy for no deep reason and deal with the tardiness by reinforcing successively more prompt arrival at the work station; playing the role of a behavior modifier. The work adjuster might find another client whose lateness seems to be a resistant defense against a relationshop transferred from the client's father to the adjuster, whereupon the adjuster would decide whether to resolve the complex or to avoid it. Operating from a base of friendly personal acquaintance, the adjuster might find a third client whose lateness is due to too many late-late TV shows, and might effectively advise a change in the client's bedtime. The adjuster might note another client who has a pattern to his lateness and recognize a cultural trait in which being late on Monday morning is better than not showing up at all, in which case the adjuster would need to decide whether his client wants to affiliate with one culture or another. The point is that, having decided to address himself to some atheoretical critical vocational behaviors, the work adjustment professional still has to have an understanding of how human behavior can be changed and the ability to apply scientific behavior change techniques which may be useful for certain behaviors.

The mention of alternate cultures in the paragraph above may remind the reader that the given list of critical vocational behaviors is strongly aligned with a single culture, that of the "work ethic." No apology for this fact is intended. The world of work still holds to a cultural model in which those behaviors are valued.

ADDITIONAL CONSIDERATIONS

Space does not permit the development of other considerations related to a scheme of critical vocational behaviors, but a few important ones should be mentioned.

Levels of behavior should be considered. For example, at what level must a client accept a supervised role (C.4.a.) in order to function in competitive employment? In sheltered employment? In work activity? Even in dependency, helping around his home? As a self-employed person relating to customers? Perhaps a comprehensive scheme for assessing client progress in work adjustment would note the level attained in each behavior.

A related consideration is the idea of the *critical minimum*. If there is a critical minimum level at which the client must emit each behavior in order to function at each employment level, then the highest level which he finally attains in an important behavior limits the level at which he can function at all vocationally. For example, if a given client after work adjustment attains below the critical minimum demanded by sheltered employment in his ability to accept supervision (C.4.a.), perhaps it does him no good to have an otherwise appropriate job objective (A.2.) and produce an adequate volume (C.5.) of high quality (C. 6.b.) work at the competitive level.

The outline of critical vocational behaviors presented in this article is necessarily as partial as is any other list of rehabilitation problems. Fortunately, human nature and the human situation are both flexible enough to defy neat schemes. Fortunately also, rehabilitation has developed the ability to deal with unique people and situations. A checklist is only a tool, valuable if it is useful.

WORK ADJUSTMENT CHECKLIST

Competencies

Does the client:

1. Know what a job is?
2. Understand work schedules?
3. Understand gross pay?
4. Understand net pay?
5. Understand payroll deductions?
6. Know how to make an appointment?
7. Know how to recognize the methods of obtaining a job lead?
8. Know how to hunt for a job?
9. Know how to utilize job benefits?
10. Understand overtime?
11. Know how to apply for a job?
12. Know how to suitably dress and groom himself for a job interview?
13. Understand the importance of production and its relationship to pay?
14. Understand money as a reward for work?
15. Demonstrate positive feelings toward work?
16. Know how to maintain proper relationships with supervisors?
17. Know how to maintain proper relationships with co-workers?
18. Understand his physical and mental limitations?
19. Understand how his limitations affect employability?
20. Know how to accept help in formulating feasible vocational goals?

I. Group Activities

A. Divide into groups of 3-5. Each group should define work adjustment and discuss the definitions.

B. For one client of student's choice choose one work adjustment problem from the client's IPP and develop a possible program to solve that problem.

II. Critical Vocational Behaviors

A. Job objective behavior

1. Definition and discussion of components
2. As a component of client occupational awareness
3. As a prerequisite to placement in work adjustment

B. Job-getting behavior

1. Definition and discussion of components
2. Treatment program location within a work adjustment training program
3. Discussion of available treatment programs utilized in facilitating of job-getting behaviors

   a. job seeking skills-MRC
   b. Singer job survival skills
   c. job quest series-MDC

C. Job-keeping behavior

1. Definition and description of components
2. Treatment program location within a work adjustment training program
3. Discussion of available treatment programs utilized in facilitating job keeping behavior

   a. vocational counseling
   b. behavior modification techniques
      1) behavior contracting
      2) formalized training
      3) token economies
      4) modeling

4. Discussion of the role of the floor supervisor in facilitating job keeping behaviors

III. Critical Employment-Coupled Behaviors

A. Social living competencies

1. Definition and discussion of components
2. Importance in maintaining client placement
3. Discussion of programmatic methods utilized for implementation of social living competencies

   a. facility resources
   b. community resources

4. Behavior change methods

   a. skill training
   b. modeling
   c. vocational counseling

B. Community living competencies

1. Definition and discussion of components
2. Importance in maintaining community placement
3. Discussion of programmatic methods utilized for implementation of social living competencies
4. Behavior change methods

   a. skill training
   b. modeling
   c. vocational counseling

C. General and personal living competencies

1. Definition and discussion of components
2. Importance in maintaining community placement
3. Discussion of programmatic methods utilized for implementation of social living competencies
4. Behavior change methods

   a. skill training
   b. modeling
   c. vocational counseling

IV. Utilization of Critical Vocational Behavior Model in Program Development

A. Work adjustment as a goal oriented activity

B. To improve program efficiency

1. Used in conjunction with job analysis to determine job requirements

ACTIVITIES

Discuss:

A. What is a job?

1. Work

2. Getting paid for your services in order to do the following:

a. Have a place to live
b. Have the food you need
c. Have the clothes you need
d. Have other items you need and want

B. Why work?

1. Money

2. Satisfaction

3. Relieve boredom

4. Gain status

C. Learning more about work

1. You learn about work at a very early age

a. Household chores
b. Allowance

2. Development of work traits (character traits)

a. Honest
b. Responsibility
c. Dependability
d. Motivation
e. Independence

3. Development of work traits (personality traits)

a. Being cheerful
b. Getting along with others
c. Carrying your share of load
d. Perseveration
e. Ability to handle frustration

4. Development of a realistic attitude toward job selection

a. Exploring your vocational abilities and limitations

(1) What am I like?
(2) What can I do best?
(3) What job experience do I have?

D. Securing employment

1. Where to look

a. Personal inquiries
b. V. R. counselor
c. State employment agency
d. Newspapers
e. Private employment agencies
f. New construction sites
g. other

2. How to apply

a. The application

(1) What to bring with you

b. The interview

(1) Questions you should be prepared to answer
(2) Do's and don'ts for interviewing

E. Preparing to start your job

1. Transportation

2. Food

3. Uniforms

F. Starting to work on your job

1. Orientation

2. What to expect from employers and fellow employees

3. What is expected of you?

G. Your paycheck

1. When do you receive your pay?

2. Deductions

OTHER ACTIVITIES

A. Fill out sample job application

B. Hold mock interviews (role playing)

C. Assemble personal data sheet (resume)

D. Learn to read bus schedule

E. Get newspaper and read classified ads

F. Cut out pictures from magazines to show appropriate and inappropriate dress

G. Take a field trip to at least three different types of jobs to show the client realistic types of jobs available to them in the community for example, stockroom attendants, janitorial services or assembly line employees

H. Administer interest and aptitude tests

I. Show films and filmstrips on vocational adjustment

J. Learn vocabulary words (as found on application blanks)

K. Take a field trip to the state employment office

L. Invite guest speakers

GETTING A JOB

I. Activities

A. Discuss how to determine when a client is ready for a job

B. Pass out check list for job readiness and have each student attempt honest evaluation of his own readiness

C. Discuss how you get a job

D. Discuss how you find what jobs are available when you are living in the community

1. Read want ads
2. Ask your friends
3. Use state employment agencies
4. Look for new businesses opening up
5. Write letters of inquiry
6. Personal inquiries

E. Discuss what is a job interview

F. List do's and dont's for interviewing on board. Encourage class participation.

1. Dress neatly and cleanly

2. Introduce yourself
3. Be on time
4. Sit straight
5. Don't fidget
6. Look the employer in the eye when speaking and listening
7. Answer all questions clearly and honestly
8. Do not smoke, chew gum or eat during interview
9. If you have a question, ask it
10. When interview is over, thank the interviewer

THE INTERVIEW AND THE APPLICATION

I. Activities

A. Discuss what facts you should be prepared to answer

1. Name
2. Age
3. Address
4. Previous work experience
5. Education
6. Family background (emphasizing the positive aspects)
7. Job preference

B. Discuss what some questions are that you should ask the interviewer.

1. What kind of work the job would involve?
2. What are the work hours, days off, and work schedule?
3. What are the age, education, and experience requirements?
4. How much vacation is allowed?
5. What are the other benefits, e.g., insurance?
6. What does the job pay?
7. What are the chances for advancement?
8. Are there special requirements, e.g., uniforms?

C. Discuss what an application form is

D. Discuss references

1. What is a referenc?

A reference is a friend or previous employer who knows you well and can tell others about you.

2. Who are good references to use?

a. Your counselor
b. Your minister
c. A former employer
d. Landlord

E. Pass out sample job applications and have client complete forms to the best of their ability.

F. Using pre-printed personal data sheet, help each client prepare a resume that they can refer to when completing an application

YOUR JOB AND HOW TO KEEP IT

I. Activities

A. Discuss the preparations which should be made prior to starting employment.

1. Transportation

a. How long does it take to get to the job?
b. How will you travel to the job, e.g., car, bus, taxi, walk, bike, motorcycle, etc?
c. What is the cheapest form of transportation?

2. Food

a. Should you prepare your own lunch?
b. Should you buy lunch?
c. What is the cheapest of the above?

3. Uniforms

a. Does your job require uniforms?
b. Should you rent or buy your uniforms?
c. Which is the cheapest of the above?

B. Discuss wages, salaries, and deductions

1. Wages

2. Salaries

3. Deductions

a. Federal income tax
b. Social security
c. State tax
d. Hospital insurance
e. Union dues
f. Savings bonds, etc.

C. Starting to work on your new job

1. Discuss the orientation period

a. The first few days will be spent in looking around the area
b. After initial orientation, on-the-job training or placement right into work area

2. Discuss what to expect from the following:

a. Employers

(1) Regular pay for your work
(2) Supervision
(3) Impartiality
(4) Job security
(5) Acknowledgement and reward for your efforts
(6) Opportunity for advancement and further training
(7) Provision of adequate and safe work areas and equipment to do the job

(8) Constructive criticism
(9) Respect

b. Fellow employees

(1) Constructive criticism
(2) Cooperation and advice in mutual endeavors

c. What is expected of you?

(1) Be at your best
(2) Learn your job
(3) Have a broad outlook
(4) Cultivate good habits
(5) Work well with others
(6) Get along with the boss
(7) If you don't understand, ask questions

RECOMMENDED READINGS

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Self-Test #1

1. Define work adjustment.

2. Differentiate between *prosthetic* and *therapeutic* approaches to work adjustment.

3. Provide an outline of steps necessary for a good work adjustment.

Self-Test #2

1. List as many social and vocational survival skills as you can think of and provide your own critical analysis of each as to their necessity.

2. Do the same as in number 1 with the listing of critical vocational behaviors.